

Teacher's Book

WIN SKILLS



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Forward

Dear colleagues,

Win skills is a new collection of student's books for ivoirian schools. It is designed specifically for teenage students in the first cycle of secondary school. It has been prepared according to the Competency-Based Language Teaching (CBLT) syllabus.

Win skills 6° contains 8 units, divided into three lessons each. The lessons are also divided in 3 sessions. Students are directed by an arrow to the *Consolidation* session at the end of each unit. The *Consolidation* session covers one or two page (s) depending on editorial requirements.

The aim of this teacher's book is to give you suggestions for classroom management. They should not be taken for granted. This is the reason why time limits have been removed from the instructions. In fact, timing of exercises or activities within a lesson varies according to the difficulty of the task and the abilities of the students. Pictures have been selected to best fit your students' learning needs. The activities are designed for this sake. Be prepared to bring realias to improve your teaching.

Good preparation for the lessons is most important. You should read through and thoroughly understand the aims and suggestions before going to class. We have offered you a brief and concise comment for each section in the presentation note which appears in the very beginning of the student's book. Consult it if necessary for a better understanding of the teaching approach.

As you can see, the Learning contexts and Communication activities of the first four units are in french. In doing that, our unique objective is to simplify, the more we can, your teaching. Students of 6° being beginners in the process of learning this foreign language, it can help them. Likewise, the My dictionary heading found at the bottom of Good to Know pursues the same objective. The lexical items which are defined there are not to be taught but consulted by learners independently to teachers.

For each lesson, what to put on the board for students to copy is up to you. The *Let's keep in mind* heading may help. But it should not be systematic. Please, feel free to improve or put them differently. You are the only master of your class.

In this teacher's book, some proposals have been made to assist you in the feedback sessions, as far as Communication activities are concerned. They should not be taken for granted. Students are expected to use their abilities

to create original exchanges based on some models. Don't hurry to reveal our proposals as time saving tools. Give as much prompts as you can to guide students to genuine productions.

In **Win skills** student's books, the four skills (*Speaking, Writing, Listening and Reading*) are equally treated according to the official syllabus. Therefore, It's our pleasure to inform you that *Listening* podcasts are available on the official Internet site of the publisher. You should download and use them in order to enhance your teaching. You may need the help of your PU chairman or the regional Adviser to collect the Internet site address of the publisher. Moreover, feel free to get in touch with some of the authors you may know for extra recommendations or suggestions.

May the use of our books be an enriching experience for you.

The authors

UNIT 1 : AT SCHOOL (Speaking)

LESSON 1 : NICE TO MEET YOU !

Lead-in : Ask the students to turn to page 9. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Dans la cour du Collège Moderne de Cédi.
Qui sont les acteurs impliqués ?	Les élèves de 6 ^{ème} .
Pourquoi se saluent-ils et se présentent les uns aux autres ?	Pour faire connaissance.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des salutations et des présentations.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the picture and try to understand it. Present the different moments of the day through the picture on the left. Model each pronunciation, then associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, girls, boy, etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Use the table on the right to reinforce their learning. Then, make the difference between formal and informal greetings.

Listen and repeat 2 (*Language function*)

- Model the dialogue to the students. Use gestures and facial expressions to help them understand the dialogue. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.
- Model the conjugation of the auxiliary "to be" and ask the students to repeat after you. Lay a stress on the different forms (full and contracted form). Give some examples to illustrate.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to write the corresponding greeting to each time indicated.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Good afternoon (example) / 2- Good night / 3- Good morning / 4- Good evening

Exercise 2 :

- Pair work
- Allow about a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback:
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers : 1- Good morning (example) / 2- My name's Anderson / 3- Nice to meet you / 4-Goodbye !

C - LET'S TAKE HOME

Tell the class to do the exercises 1 and 2 at home and get prepared for feedback next class.

Exercise 1 :

Ask students to suggest their answers and write the expected answers on the board.

Expected answers : 1- Good morning (example) / 2- Good afternoon / 3- Hello / 4- Good evening / 5- Hi

Exercise 2 :

- Choose some pairs of students to read out their dialogue to the class.
- Encourage their classmates to pay attention and react when a mistake appears.
- Write the expected answers on the board.

Expected answers : 1- Good afternoon / 2- What is your name? / 3- Nice to meet you !

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different pictures and try to guess what they are about. Read out each word or expression, explain it to them and ask them to repeat after you. When pronunciation and meaning are grasped, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat (*Language function*)

Step 1 :

Model the dialogue to the students. Use gestures and facial expressions to help them understand the dialogue. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

Step 2 :

Ask the students to look at the table on the right side. Model the pronunciation of the subject pronouns and possessive adjectives and ask them to repeat after you.

Read and study :

Read out the sentences to the students. Use gestures and facial expressions to help them understand the sentences. Lay the emphasis on the different forms of **“to be” in the present simple**. Then, ask them to repeat the sentences after you.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to reorder the letters to get appropriate words or expressions.
- Ask them to compare their answers with their neighbours’.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Hug (example) / 2- Shake hands / 3- Wave hands / 4-Hello

Exercise 2 :

- Individual work / Pair work
- Allow about a few minutes for this task. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few students to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the correct answers on the board.

Expected answers : 1-He (example) / 2-She / 3-They / 4-We

C - LET’S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- am (example) / 2- is / 3- are / 4- is / 5- is

LET’S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 14.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Expected answers : 1-I am fine, thank you (thanks) ! / 2-Thank you (or thanks) / 3-What is your name ? / 4-My name is Jonas / 5-I am from / 6-Nice to meet you too ! / 7-Goodbye, John !

LESSON 2 : I DESCRIBE MY CLASSROOM

Lead-in : Tell the students to turn to page 15. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne 1 d'Adzopé.
Qui sont les acteurs impliqués ?	Les élèves de 6 ^{ème} 1.
Que font-ils ?	Ils décrivent leur salle de classe.
Pourquoi décrivent-ils leur salle de classe ?	Pour se familiariser avec les objets qui s'y trouvent.
Sur quoi va porter notre leçon du jour ?	Notre leçon va porter sur les objets de la classe.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to classroom objects and try to understand them. Model the pronunciation of each word, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to talk about classroom objects. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to reorder the letters to get words related to classroom objects.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-Window (example) / 2-Classroom / 3-Door / 4-School / 5-Duster

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.

- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : Is it a blackboard ?
- 2- B : Yes, it is.
- 3- A : Is it a duster ?
- 4- B : No, it isn't. It is a chair.

Note : The dialogue above is a mere example. Accept any other good answers provided they fit in the structures.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1-school (example) / 2-classroom / 3-door / 4-windows / 5-blackboard

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to show things and people. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to complete the paragraph with the words or expressions from the box.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to suggest their answers.
- Put the correct answers on the board.

Expected answers : 1-pupils (example) / 2- teacher / 3- school bench / 4-desk / 5- blackboard / 6- chalk

Exercise 2 :

- Individual work / Pair work
- About a few minutes for this task. Move around the room and give help if necessary.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to suggest their answers.
- Encourage their classmates to pay attention and react when a mistake appears.

Expected answers : 1- That (example) / 2- This / 3- This / 4- This

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for a feedback next class.

Expected answers : 1- TEACHER / 2- PUPIL / 3- STUDENT / 4- SCHOOLBAG / 5- PIECE OF CHALK / 6- BENCH

LET'S KEEP IN MIND

At the end of the session, recommend the students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 20.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Expected answers :

1- **John :** What is this ?

You : It is a blackboard. (example)

2- **John :** What is that ?

You : It is a desk.

3- **John :** What is that ?

You : It is a box of chalk.

4- **John :** What is this ?

You : It is a bench.

- Display some school objects and ask some pairs of students to ask and answer questions about them

Expected answers :

1- A : What is this ?

B : It is a schoolbag.

2- A : What is that ?

B : It is the teacher's chair.

Note : The dialogue above is a mere example. It should not be taken for granted. Guide and help the students to produce their own dialogues.

LESSON 3 : WHERE IS MY PENCIL CASE ?

Lead-in : Tell the students to turn to page 21. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne Dominique Ouattara de Séguéla.
Que font les personnages ?	Ils localisent les objets de la classe à travers des dialogues.
Pourquoi localisent-ils les objets utilisés en classe ?	Pour démontrer leur connaissance de l'emplacement des objets utilisés en classe.
Sur quoi va porter notre leçon du jour ?	Notre leçon du jour va porter sur les objets de la classe.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression related to classroom objects, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to locate objects. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to fill in the paragraph with the words or expressions from the box.
- Ask them to compare their answers with neighbour's.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- schoolbag / 2-book / 3-pens / 4-ruler / 5-copybooks / 6-pencil case / 7-pencils / 8-eraser

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and offer help if necessary.
- When time is over, ask the class to stop and conduct feedback:
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : Where is the bag ?
B : It is under the chair.
- 2- A : Where is the eraser ?
B : It is on the chair.
- 3- A : Where is the book ?
B : It is on the table.
- 4- A : Where is the ruler ?
B : It is in the bag.
- 5- A : Where are the pencils ?
B : They are in the pencil case.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1-Pencil case (example) / 2-Book / 3-Ruler / 4-Sharpener

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the numbers written in figures and in letters (words). Model the pronunciation to the students, ask them to repeat after you and write the numbers in figures and in full letters. Do the same for each number.

Listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used for asking and giving numbers. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to write the numbers in full letters.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : a- 0 = zero (example) / b- 3 = three / c- 8 = eight / d- 1 = one / e- 5 = five / f- 12 = twelve / g- 19 = nineteen / h-20 = twenty

Exercise 2 :

- Pair work
- Allow a few minutes for this task. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the correct answers on the board.

Expected answers :

- 1- A : How many rulers are there ?
B : There are three rulers.
- 2- A : How many pencils are there ?
B : There are eight pencils.
- 3- A : How many schoolbags are there ?
B : There is one schoolbag.
- 4- A : How many books are there ?
B : There are six books.
- 5- A : How many pens are there ?
B : There are four pens.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Exercise 1 :

Expected answers : a. One = 1 / b- Ten = 10 / c- Fourteen = 14 / d- Seventeen = 17 / e- Twelve = 12 / f- Eight = 8 / g- Twenty = 20 / h- Eleven = 11

Exercise 2 :

Possible answers : 1-one / 2-five / 3-six / 4-three / 5-one / 6-one / 7-one pair of scissors / 8-one

Note : Most of the numbers or answers above are given as examples. Don't take them for granted. Accept any good answer from the students which reflects their reality.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 26.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.

- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers :

- 1- A : Where are the students ?
 B : They are in the classroom.
 A : How many students are there ?
 B : There are four (4). (example)
- 2- A : Where is the schoolbag ?
 B : It is under the chair.
 A : How many schoolbags are there ?
 B : There is one (1).
- 3- A : Where are the books ?
 B : They are on the desk.
 A : How many books are there ?
 B : There are ten (10).

LET'S CONSOLIDATE 1

Ask the students to do the different activities to consolidate their knowledge.

Expected answers :

- I. a- He (example) / b- They / c- We / d- It / e. She
- II. a- is (example) / b- am / c- are / d- is
- III. 1- Good afternoon (example) / 2- How are you / 3- What is your name / 4- Where are you from or Where do you come from / 5- Nice to meet you / 6- Goodbye

LET'S HAVE FUN

Ask the students to listen. Model the song to them. Ask the students to repeat after you. Make sure the pronunciation is appropriate and the song mastered. Make them sing the song in chorus.

UNIT 2 : AT HOME (Speaking)

LESSON 1 : MEET MY FAMILY MEMBERS !

Lead-in : Tell the students to turn to page 29. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	A la réunion du Club d'anglais du Collège Jeunes Filles de Séguéla
Qui sont les acteurs appliqués ?	Le président du club d'anglais et les élèves de 6 ^{ème} 1.
Pourquoi devront-ils parler des membres de leurs familles respectives ?	Pour mieux se faire connaître au président.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des membres de la famille.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the family tree and try to understand it. Read the paragraph to them. Lay a focus on the key words or expressions. Model each pronunciation, then associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, girls, boys etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Step 1 :

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meaning of the key structures related to talking about age. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

Step 2 :

- Ask the students to look at the table.
- Teach them the irregular plurals in the table and ask them to repeat after you.
- Lay the focus on how these irregular plurals are made.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to fill in the paragraph with the words or expressions from the box.
- Ask them to compare their answers with neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- father (example) / 2- mother / 3- sister / 4- daughter / 5- son / 6- brother / 7- husband / 8- wife

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Possible answers :

A : How old are you ?

B : I am eleven years old. / I am eleven (example)

Note : The dialogue above is a mere example. It should not be taken for granted. Guide the students so that they can produce their own dialogue.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- members (example) / 2- men / 3- women / 4- children

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2**A - LET'S EXPLORE****Look, listen and repeat 1** (*Vocabulary content*)

Allow approximately a couple of minutes for students to read the paragraph. Then, read it aloud to them. You can use a picture of an extended family or an extended family tree to help them understand the key words (related to extended family members). Model the pronunciation of each word related to family members in colour, then associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, girls, boys etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students using gestures to help them understand it. Ask them to repeat after you, then choose volunteers to practise it aloud. Lay the stress on to the present simple of "to have". You can even design a table of conjugation to help them grasp it. After that, you can ask them to try and present orally their own family members following the example given.

Look, listen and repeat 3 (*Language function*)

Step 1 :

Ask the students to look at the numbers written in figures and in words (full letters). Model the pronunciation and ask them to repeat after you.

Step 2 :

- Ask the students to look at the table.
- Teach them the conjugation of the auxiliary “to have” and ask them to repeat after you
- Lay the focus on the full and the contracted form.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to complete the sentences.
- Ask them to compare their answers with their neighbours’.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-uncle (example) / 2-grandmother / 3-nephew / 4-niece / 5-cousins / 6-aunt

Exercise 2 :

- Pair work

Allow a few minutes for this exercise. Move around and give help if necessary.

When time is over, ask the class to stop and conduct feedback :

choose a few pairs to read out their answers to the class.

encourage their classmates to pay attention and react when a mistake appears.

write the expected answers on the board.

Expected answers : 1- have (example) / 2-have / 3-have / 4-has

C - LET’S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers :

a- 25 = **twenty-five** (example) / b- Fifty-five = **55** / c- 53 = **fifty-three** / d- Twenty-four = **24** / e. 78 = **seventy-eight** / f- Eighty-six = **86** / g- Ninety-two = **92** / h- 31 = **thirty-one** / i- 47 = **forty-seven** / j- Forty = **40** / k- Thirty-nine = **39** / l- 100 = **one hundred**

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 34.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Expected answers :

1- My name is Alex. My father's name is George and my mother's name is Hortense / 2- I have got two brothers and three sisters / 3- I have got one brother and no sister/ 4- I am eleven (years old) / 5- I am twelve.

Note :

The different answers are mere examples. Don't take them for granted. Accept any answer from the students which reflects their reality.

LESSON 2 : DISCOVER MY HOUSE !

Lead-in : Tell the students to turn to page 35. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note: Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	À la maison.
Qui sont les acteurs impliqués ?	Moi et mon ami anglophone.
Que fais-tu ?	Je présente les pièces et les meubles de notre maison familiale à mon ami anglophone.
Pourquoi lui présentes-tu les meubles et les pièces de la maison ?	Pour les lui faire découvrir.
Sur quoi va porter notre leçon du jour ?	Notre leçon va porter sur les pièces et les meubles de la maison.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to parts of a house and try to understand them. Model the pronunciation of each word or expression, associate the sound of the word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each item.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures for describing a house. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to fill in the paragraph with the words or expressions from the box.
- Ask them to compare their answers with neighbours'.
- When time is over, ask them to stop and conduct feedback :
 - ask them to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-rooms (example) / 2-bedrooms / 3-living room / 4-bathroom / 5-kitchen / 6-dining room / 7-garage

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback:
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers : 1- six rooms / 2- There are one living room, three bedrooms and two bathrooms / 3- No, there isn't / 4- Yes, there is.

Note : The answers above are mere examples. Accept any good answer which fits in the structures and reflects their reality.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1-Kitchen (example) / 2-Bedroom / 3-Bathroom / 4-Garage / 5-Toilet / 6-Living Room

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to furniture and appliances and try to understand them. Model the pronunciation of each word, associate the sound of each word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used for locating. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to reorder the letters to get words related to home furniture and ask them to compare their answers with neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Fan (example) / 2- Iron / 3- Radio / 4- Armchair / 5-Cabinet

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.

- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

Expected answers :

- 1- A : Where is the television ?
B : The television is on the cabinet. (example)
- 2- A : Where is the lamp ?
B : It is between the cabinet and the armchair.
- 3- A : Where is the table ?
B : It is in front of the cabinet.
- 4- 4- A : Where is the armchair ?
B : It is near the lamp.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1-between / 2-behind / 3-in front of / 4-near.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 40.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : 1-There are nine rooms. / 2-There is one living room, three bedrooms, two bathrooms, one dining room, one kitchen and one garage. / 3-The TV set is on the wall (or the cabinet). / 4-Yes. / 5-It is near the cupboard. / 6-There is one cupboard.

Note : The dialogue above is just an example. Accept any good answer from the students.

LESSON 3 : IN THE KITCHEN

Lead-in : Tell the students to turn to page 41. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Dans la maison familiale d'une amie de classe.
Que font les personnages impliqués ?	Ils font la vaisselle ensemble en échangeant.
Sur quoi échangent-elles ?	Elles échangent sur les ustensiles de cuisine
Sur quoi va porter notre leçon du jour ?	Notre leçon du jour va porter sur les ustensiles de cuisine.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression orale.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask

students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Allow a couple of minutes for the students to look at the picture and read the passage silently. Then, read it aloud to them. Use gestures and explanation to help them understand ongoing actions. Ask them to repeat the key structures after you. Lay the stress on their formation. You can even use a conjugation table to explain how the present continuous or progressive is built. Finally, write the structures on the board.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to guess the kitchen objects.
- Ask them to compare their answers with neighbours'.
- When time is over, ask them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-a fridge (example) / 2-a sauce pan / 3-a plate / 4-a cooking pot / 5-a jug

Exercise 2 :

- Individual work / Pair work.
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few students to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers : 1- The water is boiling. / 2- She is cooking the meal. / 3- He is eating salad. / 4- They are cooking the meal. / 5- She is washing the plates. / 6- He is cutting the meat.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- is cooking (example) / 2-is eating / 3-is frying / 4-am drinking

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word / expression.

Listen and repeat 2 (*Language function*)

Allow a couple of minutes for the students to look at the picture and read the dialogue silently. Then, read it aloud to them. Use gestures and explanations to help them understand the dialogue and the key structures used to talk about ongoing actions. Ask them to repeat the key structures after you. Finally, write them on the board and choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to reorder the letters to get correct names related to kitchen utensils.
- Ask them to compare their answers with neighbours'.

- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Glass (example) / 2- Knife / 3- Fork / 4-Spoon / 5-Frying Pan

Exercise 2 :

- Pair work.
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What are they doing ?
B : They are playing computer games. (Example)
- 2- A : What is Victoire doing ?
B : She is cooking the meal.
- 3- A : What is Aunt N’Gossan doing ?
B : She is washing the plates.

C - LET’S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- a frying pan / 2- a knife / 3- a glass / 4- a fork

LET’S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 46.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.

- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : 1-Hello, Weah ! / 2-What are you / 3-I am washing the plates, saucepan, cooking pot, spoons, forks, knives, frying pan. / 4-My father is watching TV. / 5-My sisters are cleaning the kitchen.

Note : The answers above are mere examples. They shouldn't be taken for granted. Accept any correct answer from the students.

LET'S CONSOLIDATE 2

Ask the students to do the different activities to consolidate their knowledge.

Expected answers :

- I. 1- Fan (example) / 2- Radio / 3- Iron / 4- Bed / 5- Cupboard / 6- Sofa / 7- Television / 8- Armchair
- II. 1- have (example) / 2- has / 3- has / 4- Has / 5- have / 6- have / 7- has
- III. 1- A : Is she cleaning the toilet ?
B : Yes, she is cleaning the toilet. (example)
2- A : Are you cooking the meal ?
B : Yes, I am.
3- A : Are they sweeping the floor ?
B : No, they aren't.

LET'S HAVE FUN

Ask the students to choose a partner and play the guessing game with him.

UNIT 3 : TIME AND DATE (Writing)

LESSON 1 : WHEN IS YOUR BIRTHDAY ?

Lead-in : Tell the students to turn to page 49. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	À la maison.
Qui sont les acteurs impliqués ?	Mon correspondant Nigérian et moi
Pourquoi lui envoies-tu un texto ?	Pour l'informer de la date précise de mon anniversaire et l'y inviter
De quoi sera-t-il question donc dans notre leçon ?	Il sera question de la date.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite .

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to study the ordinal numbers written in figures and in words (full letters). Then, study the table with them. Model each pronunciation and ask the students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique can be applied). Make sure that each pronunciation is appropriate and mastered. Finally, write the ordinal in figure and in word on the board and illustrate it if possible. Do the same for each number.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to talk about days. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to reorder the letters to get names of days of the week.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-Thursday (example) / 2-Monday / 3-Friday / 4-Wednesday / 5- Sunday

Exercise 2 :

- Pair work
- Allow a few minutes for this task. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the correct answers on the board.

Expected answers :

A : What is the first day of the week ?

B: It is Monday (example).

A : Is Wednesday the fifth day of the week ?

B : No, it isn't. It is the third day.

Note : The dialogue above is an example. Don't take as granted. Accept any good answer from the students which reflects their own reality.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1-seven (example) / 2-week / 3-Wednesday / 4-Friday / 5-Saturday / 6-first / 7-last

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow approximately a couple of minutes for students to look at the calendar. Read the passage aloud to them. Use the calendar, gestures and explanations to help them understand the passage. Lay a focus on months and years. Model each pronunciation and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, girls, boys etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Ask your students to look at the calendar on the left. Model the dialogue to them. Use the calendar and explanations to help them understand it. Then, lay the stress on the pronunciations and the meanings of the key structures used to ask and give the date. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to complete each sentence with the suitable month.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-January (example) / 2-February / 3-June / 4-August / 5-October

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.

- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

Expected answers :

- 1- A : What is the date today ?
B : Today is Wednesday the twenty-fourth of February two thousand twenty-one. (example)
- 2- A : What is the date today ?
B : Today is Monday the sixteenth of November two thousand twenty.
- 3- A : What is the date today ?
B : Today is Monday the thirteenth of September two thousand twenty-one.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1- Two thousand ten / 2- Two thousand eight / 3- Two thousand twenty / 4- Two thousand twenty-two / 5- Nineteen ninety-five

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 54.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : 1- The day of my birth is Wednesday the twenty-first / 2- It is April / 3- It is 2000 / 4- Wednesday the twenty-first of April two thousand.

Note : The different answers are mere examples. Don't take them for granted. Accept any correct answer from the students which reflects their reality.

LESSON 2 : WHAT TIME IS IT ?

Lead-in : Tell the students to turn to page 55. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	À la maison.
Qui sont les acteurs impliqués ?	Mon amie Nigériane et moi.
Que fais-tu ?	Je rédige un message que je lui envoie via Messenger.
Pourquoi lui envoies-tu le message ?	Pour échanger sur les moments de mes activités quotidiennes.
Sur quoi va porter notre leçon du jour ?	Notre leçon va porter sur les heures.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite .

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression,

associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each item.

Look, listen and repeat 2 (*Language function*)

Give a couple of minutes to the students to look at the picture and try to understand it. Use it to introduce how to ask and tell the time, insisting on the meaning of the terms “o’clock”, “past” and “to”. Lay the stress on the key structures and their meanings. Then, Ask students to repeat after you.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to complete each sentence with the corresponding activity from the box.
- Ask them to compare their answers with their neighbours’.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- get up (example) / 2- have breakfast / 3- have lunch / 4- have dinner / 5- do my homework / 6- go to bed

Exercise 2 :

- Pair work.
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What time is it ? / What’s the time ?
B : It’s eight o’clock. (example)

- 2- A : What time is it ? / What's the time ?
 B : It's half past seven.
- 3- A : What time is it ? / What's the time ?
 B : It's quarter past ten.
- 4- A : What time is it ? / What's the time ?
 B : It's quarter to seventeen. / It's quarter to 5 p.m.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

7:15 a.m = Quarter past seven or quarter past seven in the morning or seven fifteen a.m (example)

7:15 p.m = Quarter past nineteen or quarter past seven in the evening or seven fifteen p.m.

12:30 = Half past twelve or twelve thirty

20:45 = Quarter to twenty-one or twenty forty-five

9:00 p.m = Twenty-one O'clock or nine O'clock in the evening or nine O'clock p.m.

9:00 a.m = Nine O'clock or nine O'clock in the morning or nine O'clock a.m.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each item.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meaning of the key structures. Ask them to repeat after you. Lay the stress on how to express future actions with “be going to”. You can even use a conjugation table. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to choose the best option from the brackets to make each sentence to make it correct.
- Ask them to compare their answers with their neighbours’.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- are (example) / 2- are / 3- is / 4- is / 5- am

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What is Anna going to do this afternoon ?
B : She is going to cook the meal. (example)
- 2- A : What are the students going to do on Saturday morning ?
B : They are going to play football.
- 3- A : What is Remy going to do this evening ?
B : He is going to stay at home.
- 4- A : What is mum going to do at dinner ?

- B : She is going to serve the meal.
- 5- A : What are you going to do tomorrow ?
B : I am going to meet friends.
- 6- A : What are the children going to do at noon ?
B : They are going to play computer games.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers :

- 1- I am going to play hopscotch with my friends.
- 2- I am going to revise my lessons.
- 3- I am going to watch TV.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 60.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : (Example of writing)

Every day, I do a lot of things. First, I get up at 6 O'clock. Then, I take my bath at 6:15. After that, I take my breakfast at 6:30. Next, I go to school at 7 o'clock. I have lunch at noon. At 19:30, I have dinner and I do my homework at 20:30. Finally, I go to bed at 21:30.

Next week, I am going to play football, watch TV and meet some friends at the weekend.

Note : The production above is a mere example. It should not be taken for granted. Guide the students so that they can build their own production.

LESSON 3 : WHAT DO YOU STUDY AT SCHOOL ?

Lead-in : Tell the students to turn to page 61. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne III de Gagnoa
Qui sont les acteurs impliqués ?	Les élèves de 6 ^{ème} et leurs correspondants anglophones.
Que font-ils ?	Ils rédigent un paragraphe.
Pourquoi écrivent-ils un paragraphe ?	Pour décrire leur emploi du temps de la semaine à leurs correspondants anglophones.
Sur quoi va porter notre leçon du jour ?	Notre leçon du jour va porter sur les matières étudiées à l'école.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to school subjects and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the

back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word / expression.

Listen and repeat (*Language function*)

1 - Inquiring about timetables

Model the dialogue to the students. Use gestures and explanations to help them understand it. Ask them to repeat after you. Lay the stress on the key structures used to inquire about timetables and their meanings. Finally, write the structures on the board and illustrate them.

2 - Using prepositions of time

Read out the sentences to the students. Use explanations to help them understand the use of the prepositions of time (in, on, at). Ask them to repeat after you. Write examples on the board as illustrations.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to reorder the letters to get appropriate names of school subjects.
- Ask them to compare their answers with neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Physical Education (example) / 2- Mathematics / 3- Civics / 4- English / 5- Biology / 6- French / 7- Physics / 8- History / 9- Geography

Exercise 2 :

- Pair work :
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : When have you got English ?
B : I have got English on Mondays, Tuesdays and Fridays. (example)
- 2- A : When have you got History and Geography ?
B : I've got History and Geography on Tuesdays and Thursdays.
- 3- A : When have you got Maths ?
B : I've got Maths on Mondays, Tuesdays, Thursdays and Fridays.
- 4- A : When have you got Physics ?
B : I've got Physics on Wednesdays.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1-in (example) / 2-on / 3-at / 4-in

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2**A - LET'S EXPLORE****Look, listen and repeat 1** (*Vocabulary content*)

Allow a couple of minutes for students to look at the table and try to understand it. Model the pronunciation of the words or expressions related to holidays and match them to the date of occurrence to help students better understand. Then, ask the students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation of each word or expression is appropriate and mastered. Write them on the board with their illustrations. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meaning of the key structures related to frequency. Ask them to repeat the key structures after

you. Finally, write them on the board and illustrate them. Then, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to complete the words with the letters to get correct words related to holidays.
- Ask them to compare their answers with neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Easter (example) / 2- Christmas / 3- Long Holidays / 4- Saint Valentine / 5- Independence Day

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : How often does Daniel go shopping ?
B : He goes shopping twice a week. (example)
- 2- A : How often does Daniel go to school ?
B : He often goes to school.
- 3- A : How often does Daniel wash his clothes ?
B : He washes his clothes once a week.
- 4- A : How often does Daniel take a bath ?
B : He always takes a bath.
- 5- A : How often does Daniel play tennis ?
B : He never plays tennis.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers :

- 1- I usually eat rice at dinner.
- 2- I never play chess.
- 3- I always revise my lessons before going to bed.
- 4- I often play video games.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 66.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers :**1- Filling the timetable with the different school subjects.**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:25	French	Maths	English		
8:25-9:20	French	History	French	Maths	French
9:20-10:15	Maths	French	Geography	French	Maths
10:15-10:30	B R		E A		K
10:30-11:25	English		Biology	Physics	Civics
11:25-12:30			Biology	Chemistry	English
	A	F	T	E	R
14:00-15:00					
15:00-16:00					
16:00-17:00	P.E				
17:00-18:00	P.E				

2 - Sample of writing

I've got English three times a week.

I've always got French.

I've got Physical Education once a week.

I've got Civics once a week.

Note : The answers above are examples. They shouldn't be taken for granted. Accept any correct answer from the students.

LET'S CONSOLIDATE 3

Ask the students to do the different activities to consolidate their knowledge.

Expected answers :

- I- a) 1- Monday (example) / 2- Thursday / 3- Friday / 4- Sunday
b) 1- February / 2- April / 3- June / 4- September / 5- December
- II. a- F (example) / b- T / c- F / d- T
- III. a- Yao usually visits his uncle. / b- We've got Physical Education once a week. / c- How often does Alimata go to her village? / d- They never do their homework.

LET'S HAVE FUN

Ask the students to do the exercise in pairs.

Expected answers :

- 1- A : When is the first Saturday of December two thousand twenty-one ?
B : It is the fourth.
- 2- A : When is the last Thursday of December two thousand twenty-one ?
B : It is the thirtieth.

Note : The dialogue above is an example. Accept any appropriate dialogue from the students.

UNIT 4 : JOBS AND OCCUPATIONS (writing)

LESSON 1 : WHAT ARE YOUR FAMILY MEMBERS' JOBS ?

Lead-in : Tell the students to turn to page 69. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Collège HKB de Niakara.
Que font les personnages concernés ?	Ils rédigent un paragraphe.
Pourquoi rédigent-ils un paragraphe ?	Pour décrire les métiers et professions des membres de leurs familles.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des métiers et professions.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to jobs and occupations and try to understand them. Model the pronunciation of each word, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the item on the board and illustrate it.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue and the meaning of the key structures. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to describe and inquire about

people's jobs. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to complete each definition with the appropriate word.
- Ask them to compare their answers with their neighbours' for a few minutes.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-farmer (example) / 2-painter / 3-waitress / 4-butcher / 5-plumber

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback:
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What does Bebi Philip do ?
B : He is a musician. (example)
- 2- A : What does Picasso do ?
B : He is a painter.
- 3- A : What does Willy do ?
B : He is a waiter.
- 4- A : What does Coulibaly do ?
B : He is a plumber.
- 5- A : What do André and Sidney do ?
B : They are firemen

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- fireman (example) / 2- teacher / 3- painter / 4- waiter or waitress / 5- musician

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to jobs and occupations and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word / expression.

Listen and repeat (*Language function*)

Step 1 :

Study the subject pronouns and their corresponding possessive adjectives with the students. Use explanations to help them understand the point. Model the pronunciation of each possessive adjective to them and ask them to repeat after you, individually, then chorally or vice-versa (any other repetition techniques such as rows, girls, boys etc can be applied). Make sure that the pronunciation is appropriate and mastered.

Step 2 :

Introduce and model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the possessive adjectives. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to reorder the letters to get names of jobs and occupations.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to suggest their answers.
- Put the correct answers on the board.

Expected answers : 1- Referee (example) / 2- Fisherman / 3- Florist / 4- Veterinarian / 5- Doctor / 6- Mailman / 7- Lorry Driver / 8- Mechanic

Exercise 2 :

- Pair work
- Allow about a few minutes for this exercise. Move around and offer help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers : 1-My (example) / 2-His / 3-Her / 4-His / 5-our / 6-their.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1-My (example) / 2-I / 3-student / 4-His / 5-referee / 6-veterinarian / 7-their

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 74.
- Give a few minutes to students to read individually and silently the activity.

- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When the time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers :

- 1- doctor, mechanic, lorry driver, plumber, teacher, butcher, farmer, painter.
- 2- A farmer is a person who works on a farm or in a plantation.
A teacher is a person who works with students in a school.
A plumber is a person who repairs pipes and toilets.

Sample of writing

My name is Sery. My father is a policeman. He works in a police station. He protects people. My mother serves people in a restaurant. She is a waitress. My uncle is a teacher. A teacher is a person who works with students at school. My aunt Ozoua is a veterinarian. She takes care of animals. My brother Digbeu is a lorry driver and my sister is a musician.

Note : The different answers are mere examples. They should not be taken for granted. Guide the students so that they can build their own production.

LESSON 2 : MY FATHER WORKS WITH A HOE

Lead-in : Tell the students to turn to page 75. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	A la sortie de l'école ou à la maison.
Que fais-tu ?	J'écris un message à mon correspondant Libérien.

Pourquoi lui écris-tu un message ?	Pour décrire les outils de travail de mes parents.
Sur quoi va porter notre leçon de ce jour ?	Notre leçon va porter sur les outils de travail.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to work tools and try to understand them. Model the pronunciation of each word or expression, associate the sound of the word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / item on the board and illustrate it. Do the same for each item.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to express possession. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to reorder the letters to get names of work tools.
- Ask them to compare their answers with neighbours'.
- When time is over, ask them to stop and conduct feedback :
 - ask them to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Hoe (example) / 2- Handcuffs / 3- Stethoscope / 4- Hammer

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to present their dialogue to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : Whose stethoscope is this ?
B : It's the doctor's. (example)
- 2- A : Whose whistle is this ?
B : It's the referee's.
- 3- A : Whose fork is this ?
B : It's the farmer's.
- 4- A : Whose chalk is this ?
B : It's the teacher's.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Exercise 1 :

Expected answers :

- 1- A : Whose book is it ?
B : It's Yao's book. / It is Yao's (example)
- 2- A : Whose handcuffs are they ?
B : They're the policeman's handcuffs.
- 3- A : Whose chalk is it ?
B : It's the student's chalk.
- 4- A : Whose whistle is it ?
B : It's the referee's whistle.
- 5- A : Whose hammer is it ?
B : It's the carpenter's hammer.

Exercise 2

Expected answers :

- 1- Whose hoe is this ? (example)
- 2- It is my brother's hoe.
- 3- Whose books are these ?
- 4- They are the teacher's books.
- 5- Whose schoolbag is this ?
- 6- This is Penawa's schoolbag.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2**A - LET'S EXPLORE****Look, listen and repeat 1** (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each expression, associate the sound of each expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to ask and answer questions about work tools. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISEExercise 1 :

- Individual work / Pair work
- Give a few minutes to the students to associate the activities to the people who do them.

- Ask them to compare their answers with neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1-e (example) / 2-d / 3-b / 4-c / 5-a

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What does a doctor do with a syringe ?
B : He gives injection with it. (example)
- 2- A : What does a referee do with a whistle ?
B : He leads a football match with it.
- 3- A : What does a policeman do with a whistle ?
B : He regulates the traffic with it.
- 4- A : What does a teacher do with a chalk ?
B : He writes on the board with it.
- 5- A : What does a farmer do with a hoe ?
B : He ploughs the land with it.

C - LET'S TAKE HOME

Encourage the class to do the exercise at home and get ready for feedback next class.

Expected answers : 1-b (example) / 2-a / 3-d / 4-e / 5-c

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 80.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : (Sample of writing)

My name's Kouakou. My father is a doctor. He works with a stethoscope. A stethoscope is a tool a doctor uses to listen to the patient's heartbeats. My mother is a teacher. She works with chalks. Chalks are tools a teacher uses to write on the board.

Note : The piece of writing above is simply an example. Accept any good production from the students.

LESSON 3 : MY SISTER WORKS IN A HOSPITAL

Lead-in : Tell the students to turn to page 81. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne III d'Agboville.
Qui sont les acteurs impliqués ?	Les élèves de 6 ^{ème} et leurs camarades Sierra-Leonais
Que font les élèves de 6 ^e ?	Ils écrivent des SMS à leurs camarades Sierra-Léonais.

Pourquoi écrivent-ils des SMS à leurs camarades Sierra-Léonais ?	Pour décrire les lieux de travail de leurs parents.
Sur quoi va porter notre leçon du jour ?	Notre leçon du jour va porter sur les lieux de travail.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'expression écrite.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to workplaces and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to ask and answer questions about workplaces. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Pair work
- Allow a few minutes for this task.
- Ask them to build a dialogue about the people's workplaces.
- Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their production to the class.

- encourage their classmates to pay attention and react when a mistake appears.
- write the correct answers on the board.

Expected answers :

- 1- A : Where does Zota work ?
B : She works in a hospital. (example)
- 2- A : Where does Solange work ?
B : She works in a laboratory.
- 3- A : Where does Kipré work ?
B : He works in a restaurant.
- 4- A : Where does Ozoua work ?
B : She works on a farm.

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their production to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What does Binaté Do ?
B : He's a doctor. (example)
- 2- A : What does Nathalie do ?
B : She's a teacher.
- 3- A : What does Boris do ?
B : He's a waiter.
- 4- A : What does Oussou do ?
B : She's a policewoman.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- doctor ; nurse (example) / 2- policeman ; policewoman / 3- farmer / 4- waiter ; waitress / 5-chemist ; physician / 6-trader ; shop assistant / 7- teacher

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures related to workplaces and try to understand them. Model the pronunciation of each word or expression, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition technique such as rows, boys, girls, in front, in the back etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Give a couple of minute to the students to look at the pictures and try to understand them. Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to ask and answer questions about workplaces. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give a few minutes to your students to reorder the letters to get appropriate names related to workplaces.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Factory (example) / 2- Cafeteria / 3- Casino / 4- Restaurant / 5- Fitness center

Exercise 2 :

- Pair work
- Allow a few minutes for this exercise. Move around and give help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out their answers to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : Does the man work in a hospital ?
B : Yes, he does. (example)
- 2- A : Does a barber work in an office ?
B : No, he does not. He works in a barber shop.
- 3- A : Do the ladies work in a gym ?
B : Yes, they do.
- 4- A : Does the headmaster work in a drugstore ?
B : No, he doesn't. He works in an office.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers :

- 1- My mother is a teacher. She works in a school.
- 2- My brother is a fireman. He works in a fire brigade.
- 3- My uncle is a policeman. He works in a police station.
- 4- My aunt is a hairdresser. She works in a salon.
- 5- My cousin is a waiter. He works in a restaurant.

Note : The sentences above are mere example. They should not be taken for granted. Accept any sentence from the students which is meaningful and grammatically correct.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the class to turn to page 86.
- Give a few minutes to students to read individually and silently the activity.
- Make sure they understand the whole task. Explain, define if necessary.
- Now inform them that they will work in pairs (with their neighbours).
- Allow about enough time for this.
- Move around and give help if needed.
- When time is over, ask students to stop and conduct feedback.
- Call on a few pairs to come and present their production out to the class.
- Write the expected answers on the board.
- Ask students to take notes in their copybooks.

Suggested answers : Example of writing

My name's Anzoua. My father's name is Alexis and my mother's name's Solange. My father is a mechanic. He works in a garage. He uses a screwdriver. My mother is a farmer. She works on a farm. She uses a hoe or a fork. My parents are very proud of their jobs and I love them a lot.

Note : The piece of writing above is just an example. Accept any good production from the students.

LET'S CONSOLIDATE 4

Ask the students to do the different activities to consolidate their knowledge.

Expected answers :

- I. 1- d (example) / 2-h / 3-e / 4-a / 5-g / 6-f / 7-b / 8-c
- II. 1- What do you do? (example) / 2-Do you work in a public hospital ? / 3- Whose stethoscope is it ? / 4- What do you use a stethoscope for ? / 5- Is your cousin a doctor ?

LET'S HAVE FUN

Ask the students to play the guessing game in pairs.

Expected answers :

- 1- B : You are a policeman. (example)
- 2- B : You are a plumber.
- 3- B : You are a teacher.
- 4- B : You are a butcher.
- 5- B : You are a waiter / a waitress.

UNIT 5 : CLOTHES AND COLOURS (Listening)

LESSON 1 : SHE IS WEARING A SKIRT

Lead-in : Tell the students to turn to page 89. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Dans un grand magasin à Kumasi (Ghana)
Qui sont les acteurs impliqués ?	Le marchand de vêtements et moi
Que fais-tu ?	J'écoute le marchand faire la publicité de ses articles de vêtements.
Pour quoi faire ?	En vue d'en acheter pour les prochaines fêtes.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des vêtements.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each clothing item, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each clothing item.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to describe what people are wearing. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1

- Pair work
- Allow a few minutes to get prepared for the dialogue with their partner. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

Picture 1 : A : What is she wearing ? (example)

B : She is wearing a skirt.

Picture 2 : A : What is she wearing ?

B : She is wearing a dress.

Picture 3 : A : What is he wearing ?

B : Se is wearing a suit.

Picture 4 : A : What is he wearing ?

B : He is wearing a shoe.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- are ; 2- am ; 3- wearing ; 4- trousers.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures and try to understand them. Model the pronunciation of each word (clothing item), associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each clothing item.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to describe what people are wearing. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to match each question to its appropriate answer.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

1- c (example) ; 2- d ; 3- b ; 4- e ; 5- f ; 6- a

Exercise 2 :

- Pair work
- Allow a few minutes to get prepared for the dialogue with their partner. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.

- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

Expected answers :

- 1- A : Is Bineta wearing a blouse ? / B: Yes, she is.
- 2- A : Is Armelle wearing a bubu ? / B : Yes, she is.
- 3- A : Is Brice wearing a suit ? / B : No, he isn't.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and prepare for the feedback next class.

Expected answers : 1- B (Example) / 2- C / 3-D / 4-A.

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

- Tell the students to move to page 94.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to the podcast in order to do the first two (2) tasks.
- Introduce the tasks one after the other.
- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a pair work.
- Ask them to read carefully the instructions and go through the whole dialogue.
- Give them a few minutes to complete it with their partner.
- Move around and give help if necessary.
- Conduct the feed back

SESSION 3

Suggested answers :

A. c- seven

B. 1- B (example) ; 2-A ; 3-A ; 4-B ; 5-A ; 6-A ; 7-B

C. 1- Hi, my friend !

2- I am going to wear jeans, a T-shirt and sneakers.

3- He is wearing a suit and a tie.

4- They are wearing a blue skirt and a white blouse.

5- They are wearing a khaki uniform.

Note : The answers above a possible answer. Different answers can be accepted, provided they are correct.

LISTENING PASSAGE

John : What do you want at the store ?

Alice : I want to buy a new T-shirt.

John : Is it what you are going to wear for the party ?

Alice : No, I'm going to wear a beautiful dress. And you, what are you looking for ?

John : I'm looking for black shoes.

Alice : Is it what you want to buy as present for your sister's birthday ?

John : No, I think I'm going to buy pants.

Alice : What do you want for Christmas ?

John : I want socks.

Alice : What are you going to wear at the party ?

John : I'm going to wear my hat.

Alice : What are you going to wear with it ?

John : My new shorts.

LESSON 2 : THE BLUE SHIRT FITS YOU WELL

Lead-in : Tell the students to turn to page 96. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Dans un grand magasin à Sampa au Ghana
Qui sont les acteurs impliqués ?	Un groupe d'élèves de la 6 ^e du Lycée Moderne de Katiola avec leur professeur d'anglais et un commerçant d'habits Ghanéen.

Que font les élèves et leur professeur ?	Ils écoutent un commerçant Ghanéen vanter les couleurs de ses articles de vêtement.
Pour quoi faire ?	En vue de faire leur choix pour les prochaines fêtes de fin d'année.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des couleurs.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the different colours. Model the pronunciation of each colour, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each colour.

Look, listen and repeat 2 (*Language function*)

Ask the students to look at the colours of the flags. Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meanings of the key structures (How to ask a question about colours / How to describe colours). Ask them to repeat after you. Lay the stress on the key structures. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to identify the colour of each object.
- Ask them to compare their answers with their neighbours'.

- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- green (example) ; 2- blue ; 3- pink ; 4- red ; 5- blue and grey ; 6- blue, white and red ; 7- grey ; 8- white.

Exercise 2 :

- Pair work
- Allow a few minutes to get prepared for the dialogue with their partner. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What colour are the sunglasses ?
B : They are black. (example)
- 2- A : What colour is the dress ?
B : It is pink.
- 3- A : What colour is the pullover ?
B : It is orange.
- 4- A : What colour are the jeans ?
B : They are blue.
- 5- A : What colour is the cap ?
B : It is blue.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Expected answers : 1- T (example) 2- T ; 3- T ; 4- F

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different colours. Model the pronunciation of each colour, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls, etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each colour.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, facial expressions, demonstrations and explanations to help them understand the dialogue and the meanings of the key structures (expressing likes and dislikes). Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to read the listening passage.
- Ask them to listen to the podcast (Read it aloud or play it)
- Ask them to compare their answers with their neighbours'.
- Tell the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

1- Yellow (example) ; 2- purple ; 3- White ; 4- colours ; 5- pink ; 6- brown.

LISTENING PASSAGE

Primary, secondary and tertiary colours

There are three primary colours : Red, blue and **1-yellow** and they are the base of every other colour. Secondary colours result when two primary colours are mixed together ; they are, orange, green and **2-purple**. Tertiary colours are created when a primary colour is mixed with a secondary colour. **3- White** and black are not technically **4- colours**, but they can be used to create lighter or darker colours. For example, combining white and red makes **5- pink**, and mixing black with orange makes **6- brown**.

Exercise 2 :

- Pair work
- Allow a few minutes to look at emoji and get prepared for a dialogue with their partner.
- Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What colour does Estelle dislike ?
B : She dislikes purple.
- 2- A : What colour does Kati like ?
B : She likes yellow.
- 3- A : What colour do you dislike ?
B : I dislike beige
- 4- A : What colour does Etienne dislike ?
B : He dislikes indigo
- 5- A : What colour do girls like ?
B : They like khaki.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers : For both activities, students will give their own answers.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 101.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the first two (2) tasks.
- Introduce the tasks one after the other.
- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a pair work.
- Ask them to read carefully the instructions and go through the whole dialogue.
- Give them enough time to complete it with their partner.
- Move around and give help if necessary.
- Conduct the feed back

Suggested answers :

A- The dialogues are about clothes and colours.

B- 1-Blue (example) ; 2- Green ; 3- Purple ; 4- Yellow ; 5- Black ; 6- Red

C- 1- Hello, my friend!

2- I like blue.

3- I dislike purple.

4- It's khaki.

5- I like blue jeans and white T-shirts.

Note : The answers above are possible answers. Different answers can be accepted, provided they are correct.

LISTENING PASSAGE

A : What colour is Jim's T-shirt ?

B : It is blue.

A : What is Karen wearing ?

B : A green dress.

A : What shoes do you have, John ?

B : Me, I have purple shoes.

A : What is Mayumi's wearing ?

B : She is wearing a yellow skirt.

A : Matt's! What are you looking for ?

B : I am looking for my black socks.

A : What colour are Ricardo's shorts ?

B : They are red.

LESSON 3 : HOW MUCH IS THE CAP ?

Lead-in : Ask the students to turn to page 103. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Dans un grand magasin d'habits à Lagos (Nigéria)
Qui sont les acteurs impliqués ?	Moi
Que fais-tu ?	Je rentre dans un magasin d'habits pour m'enquérir des prix.
Pour quoi faire ?	En vue d'en acheter
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des prix.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different prices. Model the pronunciation of each price, associate the way we write the price in figures to the sound and the spelling in words. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for all the prices.

Look, listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures and demonstrations to help them understand the dialogue. Then, lay the stress on the pronunciations and the meanings of the key structures used to ask and answer questions about prices. Ask them to repeat after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to write the prices in words.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
ask students to suggest their answers.
write the correct answers on the board.

Expected answers :

a- one hundred ; b- two hundred ; c- two hundred and fifty ; d- four thousand eight hundred and fifty ; e- eight thousand ; f- seven thousand five hundred.

Exercise 2 :

- Pair work
- Allow the students about a few minutes to reorder the words in the dialogue in order to get meaningful sentences.

- When time is over, ask the class to stop and compare their answers with neighbour's.
- Conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- How much is this shirt ?
- 2- It is only two hundred.
- 3- And how much are the blue sneakers ?
- 4- They are six thousand one hundred.
- 5- How much is the cap on the table ?
- 6- It is two thousand.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Exercise 1 :

Expected answers : $D < B < E < C < A < F$

Exercise 2 :

Me : How much are your shoes, dad ?

Dad : They are FCFA 25,000 (Twenty-five thousand)

Me : And you mum ? How much is your necklace ?

Mum : Oh, this one ? It is nice, uh! It costs FCFA 150,000 (One hundred and fifty thousand).

Me : Wow ! It is too expensive !

Note : The dialogue above is just an example. Don't take for granted. Accept any other well-structured dialogue.

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 2

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different prices. Model the pronunciation of each price, associate the way we write the price in figures to the sound and the way we write it in words or full letters. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for all the prices.

Look, listen and repeat (*Language function*)

Move from the two pictures (My phone and Bilé's phone) to introduce the comparisons (with short and long adjectives). Read out the sentences comparing the size and the price of the two phones. Insist on the structures. Use gestures, demonstrations and explanations to help the students understand the key structures (How to make comparisons with short and long adjectives). Ask them to repeat the key structures after you.

B - LET'S PRACTISE

Exercise 1 :

- Individual work
 - The students are allowed a few minutes to write the prices in figures.
 - Ask them to compare their answers with their neighbours'.
 - When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : A- 18,000 (example) ; b- 80,000 ; c- 9999 ; d- 25004 ; e- 6701 ; f- 2021.

Note : Consider c / d / e / f as numbers, not prices. If you consider them as prices, then add commas.

Exercise 2 :

- Pair work
 - Allow the students about a few minutes to make comparisons using the adjectives in brackets.

- When time is over, ask the class to stop and compare their answers with neighbour's.
- Conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- Koffi is taller than Kevin. (example)
- 2- Miss Cl is more beautiful than 2nd runner up.
- 3- A dictionary is more expensive than a textbook.
- 4- A textbook is cheaper than a dictionary.
- 5- Mount Nimba is higher than mount Tonpki.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Possible answers :

- 1- A : For me, a waistcoat is more comfortable than a jacket.
B : I think a jacket is more comfortable than a waistcoat.
- 2- A : For me, trousers are bigger than jeans.
B : I think jeans are bigger than trousers.
- 3- A : For me, a shirt is more expensive than a blouse.
B : I think a blouse is more expensive than a shirt.
- 4- A : For me, red is nicer than a red.
B : I think red is nicer than blue.

Note : Different answers can be accepted provided the structure is correct.

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 3

- Tell the students to move to page 108.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in

order to do the first two (2) tasks.

- Introduce the tasks one after the other.
- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a pair work.
- Ask them to read carefully the instructions and go through the whole dialogue.
- Give them enough time to complete it with their partner.
- Move around and give help if necessary.
- Conduct the feed back

Suggested answers :

A- Sentence 2 is correct.

B- 1- FCFA 1,000 ; 2- FCFA 2,000 ; 3- FCFA 12,500 ; 4- FCFA 3,500 ; 5- FCFA 4,000 ; 6- FCFA 10,000

C. 1- Good morning ! What can I do for you ?

2- It is four thousand.

3- They are three thousand, five hundred.

4- It is blue.

5- It is two thousand.

6- It is twelve thousand, five hundred.

LISTENING PASSAGE

People can find all styles of clothes in 'Accra Fashion'. The clothing shop is located in Accra near the town hall. In 'Accra Fashion', men's clothes are cheap. Shorts are 1,000. A shirt is 2,000 and trousers are 3,500. Women's dresses are cheap too. A blouse is 4,000. A skirt is 10,000 and a beautiful dress is 12,500. Come and buy at 'Accra Fashion' and you will be entirely satisfied. Our phone number is 24 48 75.

LET'S CONSOLIDATE 5

Ask students to do the different activities to consolidate their knowledge.

I- Expected answers :

1- more comfortable ; 2- shorter ; 3- bigger ; 4- cheaper

II- Expected answers :

- 1- A : How much are these shorts ?
B : They are one thousand, five hundred francs.
- 2- A : How much is this skirt ?
B : It is three thousand, five hundred francs.
- 3- A : How much are these trousers ?
B : They are five thousand francs.
- 4- A : How much is this dress ?
B : It is four thousand, three hundred francs.
- 5- A : How much are these socks ?
B : They are one thousand, two hundred and fifty francs.

LET'S HAVE FUN

Ask the students to learn and recite the poem.

UNIT 6 : FOOD AND DRINKS (Listening)

LESSON 1 : WHAT FOOD AND DRINKS DO YOU LIKE ?

Lead-in : Tell the students to turn to page 111. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	A une réception à l'Ambassade des Etats-Unis.
Qui sont les acteurs impliqués ?	Les élèves de la 6 ^e du Lycée Moderne 3 de Gagnoa.
Que font-ils ?	Ils écoutent le chef cuisinier leur citer les différents plats et boissons disponibles..
Pour quoi faire ?	Afin de faire leur choix.

De quoi sera-t-il question donc dans notre leçon ?	Il sera question des plats et boissons.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each food item or drink, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Step 1 :

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them how to ask questions about frequency and the meanings of adverbs of frequency. Use the table on the right to reinforce the meanings of the adverbs of frequency. Make the students repeat after you laying the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

Step 2 :

Move to the table on the right side and make the students learn about the adverbs of frequency. Model the pronunciation and make them repeat after you individually, then chorally and vice-versa (any other techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Lay a focus on the context of usage of each of them.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Ask the students to listen to the podcast and write down the names of the food items they hear.
- Ask them to compare their answers with their neighbours'.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : Coffee – Milk – Bread – Tea - Sandwich – (Bush) Meat.

LISTENING PASSAGE

Every morning, my mother cooks coffee and milk with bread for the family and tea for my father. When she goes to the market, she often comes back with sandwich for my junior brother. She likes cooking her soup with bush meat.

Exercise 2 :

- Individual work / Pair work
- Allow the students a few minutes to read the instruction.
- Tell them that they are going to listen to you or the podcast and do the activity.
- Read or play the podcast and tell them to do the activity while they are listening.
- Ask them to stop and compare their answers with neighbour's.
- Conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

1-rarely ; 2-sometimes ; 3- usually ; 4- often ; 5- sometimes ; 6- usually.

LISTENING PASSAGE

- 1- Nina **rarely** revises her lessons.
- 2- The boy **sometimes** plays football.
- 3- My mother **usually** washes our clothes.
- 4- Akim does not **often** go to school.
- 5- The students **sometimes** sleep in class.
- 6- The teacher **usually** greets the students.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Possible answers :

- I sometimes play football.
- I always revise my lessons.
- I never sleep in class.
- I rarely drink tea.

Note : The answers above are given as examples. Don't take them for granted. Accept any good answer from the students which reflects their reality and fits in the learnt structures.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each food item or drink, associate the sound of the word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and meaning is mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them how to ask and answer questions about meals and drinks using the structures in the dialogues. Make the students repeat the key structures after you. Use the table on the right to reinforce the meaning and moment for “breakfast”; “lunch” and “dinner”. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Ask the students to listen to the teacher and complete the dialogue.
- Ask them to compare their answers with their neighbours’.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- do you have at lunch
- 2- palm nut soup
- 3- time do you have lunch
- 4- coffee
- 5- bread.

LISTENING PASSAGE

- A : What do you have at lunch ?
B : I have palm nut soup and rice.
A : What time do you have lunch ?
B : I have lunch at 12.
A : What do you have for breakfast ?
A : I have coffee and bread for breakfast.
B : What time do you have breakfast ?
A : I have breakfast at 6:30.

Exercise 2 :

- Pair work
- Allow the students a few minutes to read the instruction and get prepared.
- Ask a few pairs to practise the conversation in Exercise 1.

Expected answers : See the dialogue (the listening passage) above.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- c ; 2- b ; 3- e ; 4- a ; 5- d.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 116.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the first two (2) tasks.
- Introduce the tasks one after the other.
- For each of the first two (2) tasks, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Then tell the students that task C is a piece of writing about themselves.
- Ask them to read carefully the instructions and do the writing task.
- Give them enough time to complete it
- Move around and give help if necessary.
- When time is over, make them stop and conduct the feed back
 - choose a few students to read their productions.
 - encourage their classmates to pay attention and react when a mistake appears.

Suggested answers :

A- a - b - d - g

B- milk - sorrel juice - wine - beer

C- I like rice and chicken. It's my favourite meal and it's very delicious. I have two favourite drinks : milk and sorrel juice. They're very sweet.

LISTENING PASSAGE

Welcome dear guests ! There are four meals available : bread and porridge, rice and chicken, fried rice and fish and fried yam and meat. There are also some drinks: milk, sorrel juice, wine and beer. We are waiting for your choices. Enjoy your meal. Thank you !

LESSON 2 : LET'S TALK ABOUT FRUIT AND VEGETABLES

Lead-in : Tell the students to turn to page 117. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	A une réception organisée par l'Ambassade de la Grande Bretagne en Côte d'Ivoire.
Qui sont les acteurs impliqués ?	Moi
Que fais-tu ?	J'écoute le maître de cérémonie me présenter le menu du jour.
Pour quoi faire ?	Afin de choisir mon entrée, mon plat principal et mon dessert.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des plats, boissons et fruits.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each name of fruit, associate the sound of the word to its

meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them the use and meanings of the quantifiers in the dialogue. You may use a diagram to reinforce their meanings. Make the students repeat the key words after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow the students about a few minutes to reorder the letters to get appropriate names of fruit.
- When time is over, ask them to stop and give them a few minutes to compare their answers with their neighbours'.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

1- Avocado ; 2- Pawpaw ; 3- Apple ; 4- Mango ; 5- Pineapple ; 6- Coconut ; 7- Orange ; 8- Banana

Exercise 2 :

- Individual / Pair work
- Ask students to do the activity individually and then compare their answers with their neighbours'.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- some ; 2- any ; 3- no ; 4- some ; 5- any.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

- 1- Ali has got some oranges.
- 2- My sister doesn't eat any fruit.
- 3- The children drink some water.
- 4- The girl has no pencils.

LET'S KEEP IN MIND

At the end of the lesson, tell students to keep what is in the box in mind.

SESSION 2

A - LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each name of vegetable, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them the use and meanings of the different quantifiers in the dialogue (many and a lot of + countable nouns) / (much / a lot of + uncountable nouns) ... Make the students repeat the key words or expressions after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow the students about a few minutes to reorder the letters to get appropriate names of vegetables.

- When time is over, ask them to stop and give them a few minutes to compare their answers with their neighbours'.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Tomato ; 2- Garlic ; 3- Okra ; 4- Potato ; 5 – Onion ; 6- Carrot ; 7- Plantain ; 8- Pepper

Exercise 2 :

- Individual work
- Ask students to listen to the teacher and do the activity.
- Read or play the podcast twice.
- When the task is completed, conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- pieces of / a lot of
- 2- much / tomato / a lot of
- 3- much / potatoes
- 4- Many / pepper.

LISTENING PASSAGE

My mother buys many **pieces of** bread and **a lot of** milk for coffee.

We like eating **much** rice with **tomato** soup and drinking **a lot of** orange juice.

We use **much** coffee and bread for breakfast and a lot of fried **potatoes** for dinner.

Many children don't like sauce with **pepper**.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- many ; 2- a lot of / much ; 3- much / a lot of ; 4- a lot of / much ; 5- a lot of / much ; 6- many .

LET'S KEEP IN MIND

At the end of the lesson, tell students to keep what is in the box in mind.

SESSION 3

- Tell the students to move to page 122.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the three (3) tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- For each task, ask them to read carefully the instructions before you start reading or playing the podcast.
- Let them compare their answers with neighbour's.
- Move around and give help if necessary.
- Conduct feedback

Suggested answers :

A. Fruit : Avocados – Oranges – Pineapples

Vegetables : Carrots – Okras - Eggplants

B. 1- F ; 2- T ; 3- T ; 4- F

C. 2- avocados ; 3- some ; 4- expensive ; 5- okras ; 6- eggplants

LISTENING PASSAGE

Mensah : Hello, Yéo. I'm waiting for you. When are you coming to Accra ?

Yéo : Next Sunday.

Mensah : Great ! You know, I'm fond of **(1)** fruit. Can you buy some for me ? They are too expensive at Accra market.

Yéo : Sure, what type of fruit do you want ?

Mensah : Some **(2)** avocados, and juicy oranges. People say there are **(3)** some pineapples in your country.

Yéo : No problem. Avocados are really **(4)** expensive, but there aren't avocados here.

Mensah : You are wonderful, Yeo. One last thing, my mother says she needs some carrots, **(5)** okras and **(6)** eggplants

Yéo : Don't worry, Mensah. She will have them. See you on Sunday.

LESSON 3 : COOKING AN OMELETTE

Lead-in : Tell the students to turn to page 123. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Chez le chef cuisinier de la réception qui a eu lieu à l'Ambassade du Nigéria en Côte d'Ivoire.
Qui sont les acteurs impliqués ?	Un groupe d'élèves du "Club Cuisine" du Lycée Sainte Marie et le chef cuisinier
Que font les élèves ?	Ils écoutent le chef cuisinier décrire des recettes.
Pour quoi faire ?	Afin de les reproduire chez eux.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des recettes.
Quelle habileté principale allons-nous développer à travers cette leçon ?	L'écoute.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each item, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Use gestures, demonstrations and explanations to describe the process of cooking an omelette. Insist on the use of linking words to describe a process. Make the students repeat the sentences after you insisting on the key words (linking words). Finally, choose a few students to read aloud the process to the class.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Ask the students to listen to you and write down the names of ingredients they hear.
- Then, give them a few minutes to compare their answers with their neighbours'.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Possible answers : 1- salt ; 2- onions ; 3- vinegar ; 4- oil ; 5- mayonnaise ; You may add these ones to the list : 6- tomatoes ; 7- lettuce

Note : Students may find more than five (5) ingredients. Accept any answer provided it appears in the listening material.

LISTENING PASSAGE

Hello ladies and gentlemen. I am going to give you the recipe for cooking Salad.

- First, you cut up the **onions, tomatoes** and the **lettuce**.
- Then, you put some **vinegar, oil, salt** in a plate and you mix them. You can also add some **mayonnaise**.
- Finally, you mix all of them and your salad is ready.

Exercise 2 :

- Pair work
- Ask students to do the activity with their neighbours.
- Time the activity.
- Move around to supervise and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :

- ask students to suggest their answers.
- write the correct answers on the board.

Expected answers :

- 1- First, put a pot on a fire.
- 2- Then, add the rice in the boiling water.
- 3- After that, cover the cooking pot.
- 4- Finally, reduce the fire. Your rice will be ready in 30 minutes.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Sample of production :

The process for cooking spaghetti.

- First, boil the spaghetti in a pot for 15 minutes.
- Next, put a frying pan on the fire and put oil in it.
- After that, cut up onions, tomatoes and chilli
- Then, add them to the oil in the frying pan
- Add salt and seasoning.
- Finally add the spaghetti, mix all of them and cook the spaghetti for about 5 minutes.

Note : The production above is a mere example. It should not be taken for granted. Accept any good production coming from the students.

LET'S KEEP IN MIND

At the end of the lesson, tell students to keep what is in the box in mind.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each action; demonstrate each of them; associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat (*Language function*)

Use gestures, demonstrations and explanations to the dialogue. Insist on how to give instructions using the imperative. Make the students repeat the instructions after you. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Ask the students to listen to you and write down the instructions they hear.
- Then, give them a few minutes to compare their answers with their neighbours'.
- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- cut up the onions, tomatoes and the lettuce. (example)
- 2- put some vinegar, oil, salt in a plate.
- 3- mix them.
- 4- add some mayonnaise.
- 5- mix all of them
- 6- add omelette or boiled eggs and your salad is ready.

LISTENING PASSAGE

- 1- Hello ladies and gentlemen, to cook salad,
- 2- cut up the onions, tomatoes and the lettuce.
- 3- put some vinegar, oil, salt in a plate.
- 4- you mix them. You can also
- 5- add some mayonnaise.
- 6- mix all of them
- 7- add omelette or boiled eggs and your salad is ready.

Exercise 2 :

- Pair work
- Ask students to do the activity with their neighbours.

- Time the activity.
- Move around to supervise and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- start fire (example)
- 2- put the frying pan on the fire
- 3- pour cooking oil in the frying pan
- 4- break the eggs and mix up the water with onions and tomatoes
- 5- add a pinch of salt
- 6- pour the mixture into the frying pan

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers : 1- First ; 2- Secondly ; 3- After that / Then ; 4- Then / After that ; 5 - Finally

LET'S KEEP IN MIND

At the end of the lesson, tell students to keep what is in the box in mind.

SESSION 3

- Tell the students to move to page 128.
- Allow them to read carefully the instruction.
- Inform them that they are going to listen carefully to a podcast in order to do the three (3) tasks.
- Introduce the tasks one after the other.
- For each task, read the podcast or play it at least twice. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- For each task, ask them to read carefully the instructions before you start reading or playing the podcast.
- Let them compare their answers with neighbour's.
- Move around and give help if necessary.
- Conduct the feedback

Suggested answers :

A. b. Sumeshi

B. 1- rice

2- no, we don't

3- fried

C. 1- element ; 2- seasoned ; 3- sugar ; 4- cooking

LISTENING PASSAGE

Rice is the most important **(1) element**. When making Sumeshi, the rice is not used naturally, but must be **(2) seasoned** first. Sumeshi is obtained by mixing rice, vinegar, salt and little **(3) sugar**. The rice should be round rice, which becomes sticky after **(4) cooking**. Avoid sticky rice for dessert and varieties of grain rice.

LET'S CONSOLIDATE 6

Ask students to do the different activities to consolidate their knowledge.

I- Expected answers : a- some (example) ; b- any ; c- any ; d- no ; e- no ; f- some

II - Expected answers : a- much (example) ; b- a lot of / many ; c- much ; d- much / a lot of ; e- many ; f- much / a lot of

III- Expected answers : 1- first; 2- secondly ; 3- then / after that ; 4- after that / then ; 5- finally

IV- Possible answers :

a- I have coffee for breakfast.

b- I have lunch at 12 o'clock.

c- I have dinner at 7 o'clock in the evening.

d- I have fried potatoes for dinner.

e- I have rice with tomato soup for lunch.

Note : The answers above are mere examples. They should not be taken for granted. Accept any good answer coming from the students.

LET'S HAVE FUN

Tell students to play the game with their partners.

UNIT 7 : HEALTH AND ENVIRONMENT (Reading)

LESSON 1 : TAKE CARE OF YOUR BODY

Lead-in : Ask the students to turn to page 131. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note: Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne BAD de Koun-Fao
Qui sont les acteurs impliqués ?	Les élèves de la 6 ^e et leur professeur d'Anglais
Que fait le professeur ?	Il donne à ses élèves un texte sur l'importance de l'hygiène corporelle
Pour atteindre quel objectif ?	En vue de les sensibiliser
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des parties du corps et de leur hygiène
Quelle habileté principale allons-nous développer à travers cette leçon ?	La lecture et la compréhension d'un texte écrit.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the picture. Model the pronunciation of the different parts of the body, associate the sound of each word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them how to express obligation with “must”. Make the students repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET’S PRACTISE

Exercise 1 :

- Individual work / Pair work
- 1- The students are allowed a few minutes to complete the task.
- 2- Ask them to compare their answers with their neighbours’.
- 3- When time is over, ask them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- mouth (example) ; 2- hand ; 3- feet ; 4- eyes

Exercise 2 :

- Pair work
- Give the students a few minutes to get prepared for the dialogue with their partners. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears
 - write the correct answers on the board.

Expected answers :

- 1- A : What must Armel do to stay healthy ?
- 2- B : Armel must take a bath regularly.
- 3- A : What must the students do to stay healthy ?
- 4- B : The students must wear clean clothes.
- 5- A : What must you do to stay healthy ?
- 6- B : We must live in a clean environment.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Possible answers :

- 1- Michael must take a bath every day.
- 2- You must cut your nails to be clean.
- 3- We must protect the environment.
- 4- People must take care of their body.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the pictures. Model the pronunciation of each description of the pictures, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and meaning is mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them how to express prohibition with "mustn't". Make the students repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Give the students a few minutes to complete the task.
- Ask them to compare their answers with their neighbours'.

- Tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

Mustn't : take a bath three times a day ; brush their teeth regularly ; wash hands before eating

Mustn't : eat with dirty hands; blow their nose without a tissue; cut the nails with the teeth

Exercise 2 :

- Pair work
- Give the students a few minutes to make the dialogue with the information form exercise 1.
- When time is over, ask the class to stop and conduct feedback.
 - choose a few pairs to read out their conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Possible answers :

- 1- A : What must you do ?
- 2- B : I must take a bath three times a day.
- 3- A : What mustn't they do ?
- 4- B : They mustn't blow their nose without a tissue.
- 5- A : What must they do ?
- 6- B : They must brush their teeth regularly.
- 7- A : What mustn't you do ?
- 8- B : I mustn't cut the nails with the teeth.
- 9- A : What must you do ?
- 10- B : I must wash my hands before eating.

Note : The students can use different subject pronouns to ask and answer questions provided they are correct.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

- 1- I must wash myself regularly.
- 2- I must brush my teeth three times a day.
- 3- I must blow my nose with a handkerchief.
- 4- I mustn't put my finger in my nose.
- 5- I mustn't eat with dirty hands.
- 6- I mustn't wear dirty clothes.

Note : The sentences above are possible answers. Different sentences can be accepted, provided they are correct.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 136.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and choose the best option. Allow them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Allow them compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task.
- Give the students a few minutes to complete task D. Allow them to discuss their answers with their neighbours' before conducting feedback.
- When time is over, make them stop and conduct the feedback
 - ask the students to suggest their answers.
 - write the correct answers on the board

Suggested answers :**A-** 2- Body hygiene**B-** 1- microbes (example) ; 2- take a shower ; 3- soap ; 4- cut your nails**C.** 1- microbes (example) ; 2- good body hygiene ; 3- before going to sleep ; 4- a shampoo**D.**

What students must do	What students mustn't do
1. Students must shampoo their hair regularly. 2. Brush their teeth twice a day. 3. Take shower every day.	1. Eat with dirty hands. 2. Pick their nose in public. 3. Wear dirty clothes.

LESSON 2 : WE SHOULD PREVENT DISEASES

Lead-in : Ask the students to turn to page 138. Then, ask them what they see in the picture and ask them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne Kaunet Moussa de Kani
Qui sont les acteurs impliqués ?	Les élèves de 6 ^e et un professeur d'EDHC
Que font-ils ?	Le professeur distribue un poster portant sur l'environnement aux élèves.
Pour quoi faire ?	Afin de mieux comprendre les mesures qui permettent de prévenir les maladies.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question des maladies et leur prévention.
Quelle habileté principale allons-nous développer à travers cette leçon ?	La lecture et la compréhension d'un texte écrit.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the different pictures. Model the pronunciation of each description, associate the sound of each word or expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meanings of the key structures used to ask and give advice. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to match the words or expressions in column A to their meanings or synonyms in column B.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- d (example) ; 2- f ; 3- e ; 4- a ; 5- c ; 6- b

Exercise 2 :

- Pair work
- Give the students about a few minutes to use the clues and prepare their dialogues.
- Move around and provide help if necessary

- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What should the children do ?
- 2- B : The children should collect the rubbish.
- 3- A : What should Nina do ?
- 4- B : Nina should sweep the floor.
- 5- A : What should the lady do ?
- 6- B : The lady should empty the dustbin.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get ready for feedback next class.

Expected answers : 1- stagnant (example) ; 2- mosquitoes ; 3- should ; 4- garbage ; 5- dustbin

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the different diseases. Model the pronunciation of each name of disease, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the students. Use gestures and explanations to help them understand the dialogue and the meanings of the key structures used to ask for and give advice. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work Pair work
- The students are allowed a few minutes to reorder the letters to obtain words related to diseases.
- Ask them to compare their answers with their neighbours'.
- Tell the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Flu (example) ; 2- Headache ; 3- Fever ; 4- Malaria ; 5- Cough ; 6-skin Rash

Exercise 2 :

- Pair work :
- Give the students a few minutes to prepare their dialogues.
- Move around and provide help if necessary
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What shouldn't Ali do ?
B : Ali shouldn't put his dirty hands in his mouth.
- 2- A: What shouldn't we do ?
B : We shouldn't sleep outside the mosquito net.
- 3- A : What shouldn't they do ?
B : They shouldn't throw waste on the road.

4- A : What shouldn't the boy do ?

B : The boy shouldn't drink water from the river.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers :

Should	Shouldn't
<ul style="list-style-type: none">- Drink clean water- Put the garbage in the dustbin- Sleep under mosquito net- Take a bath everyday	<ul style="list-style-type: none">- Swim in a contaminated river- Eat in dirty plates- Keep stagnant water near the house

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 143.
- Allow them to read carefully the instructions.
- Inform them that they are going to read the comic strip and do the tasks that follow them.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the comic strip and choose the best option. Allow them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Allow them compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task.
- Give the students a few minutes to complete task D. Allow them to discuss their answers with their neighbours' before conducting feedback.
- When time is over, make them stop and conduct the feedback
 - ask the students to suggest their answers.
 - write the correct answers on the board

Suggested answers :**A-** 2- Dirty hands can cause illnesses**B-** 1- c (example); 2- d ; 3- a ; 4- b**C-** 1- T (example) ; 2- F ; 3-T ; 4- T**D.**

What students should do	What students shouldn't do
1- collect rubbish in the schoolyard.	1- sleep in a dusty room.
2- sweep the floor of the classrooms.	2- drink dirty water.
3- empty the dustbin regularly.	3- play near stagnant water.

LESSON 3 : WE HAVE TO DRINK CLEAN WATER

Lead-in : Ask the students to turn to page 145. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	A une conférence tenue par l'Ambassadeur des Etats-Unis en Côte d'Ivoire.
Qui sont les acteurs impliqués ?	L'Ambassadeur des Etats-Unis et les élèves de mon école.
Que fait l'ambassadeur ?	Il donne des dépliant aux élèves
Pour quoi faire ?	Afin qu'ils les lisent pour mieux s'informer afin de sensibiliser les camarades sur la nécessité de boire de l'eau potable.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question de l'eau potable
Quelle habileté principale allons-nous développer à travers cette leçon ?	La lecture et la compréhension d'un texte écrit

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different sources of water. Model the pronunciation of each word or expression; associate the sound of the word / expression to its meaning. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each picture.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the class. Use gestures, demonstrations and explanations to help the students understand the dialogue and the meanings of the key structures (for expressing an obligation or a necessity). Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few students to read the description aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow a few minutes to the students to complete the task.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

Natural sources : river ; sea ; rain

Manmade sources : pump ; well ; tap ; mineral water ; canal ; lake

Exercise 2 :

- Individual work / Pair work
- The students should be given a few minutes to put the sentences in the correct order to show the process of cooking rice.

- When time is over, ask the class to stop and compare their answers with neighbours'.
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- We have to cover the well to protect its water.
- 2- The students have to use water to wash their clothes.
- 3- The girls have to take water from the tap.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Expected answers :

Exercise 1 : cook the meal ; wash the clothes ; do the dish ; drink

Exercise 2 :

- 1- I have to wash my clothes with water.
- 2- The girls have to do the dish with clean water.
- 3- We have to drink clean water.

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 2

A - LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different pictures. Model the pronunciation of each description ; associate the sound to the meaning. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for all the words / expressions.

Look, listen and repeat (*Language function*)

Ask the students to look at the picture. Model the dialogue to the students. Use gestures and explanations to help them understand the dialogue and

the meanings of the key structures used to express possibility. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow a few minutes to the students to reorder the letters to get meaningful words
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Throw ; 2- Filter ; 3- Urinate ; 4- Defecate ; 5- Spray

Exercise 2 :

- Pair work
- Allow the students about a few minutes to make their dialogues.
- Move around and provide help if necessary
- When time is over, ask the class to stop and conduct feedback.
 - choose a few pairs to read their conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

1. A : Can I filter water before drinking it ?
B : Yes, you can.
2. A : Can I defecate in the stream ?
B : No, you can't.
3. A : Can I fetch water from the tap ?
B : Yes, you can.
4. A : Can I urinate in the sea ?
B : No, you can't.

5. A : Can I dig a well for fresh water ?

B : Yes, you can.

C - LET'S TAKE HOME

Tell students to do the activity at home like in the example and get ready feedback next class.

Exercise 1 :

Possible answers : 1- throw rubbish in the stream ; 2-urinate in the river ; 3- defecate in the sea ; 4-spray pesticide in the lake

Exercise 2 :

Possible answers :

- 1- We shouldn't throw rubbish in the stream.
- 2- People shouldn't urinate in the river.
- 3- The children should defecate in the sea.
- 4- The farmer shouldn't spray pesticides in the lake.

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 3

- Tell the students to move to page 150.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text in order to do the three (3) tasks.
- Introduce the tasks one after the other.
- Allow the students about a couple of minutes to deal with the first task. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students about a few minutes to do task B. Allow the students to compare their answers with their neighbours' before conducting feedback. Then, move to the next task.
- For task C, allow the students about a few minutes to complete it. Ask them to compare their answers with their neighbours' before conducting feedbacks. Then, move to the next task.
- For task D, inform the students that they will work with their partners to complete the dialogue.
- Allow them a few minutes to go through the whole dialogue and complete it.

- Move around and provide help if necessary.
- When time is over, the students to stop and conduct feedback.
 - choose a few pairs to read their conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Suggested answers :

A- 1- Causes and consequences of water pollution

B- 1- d (example) ; 2- a; 3- e; 4- f; 5- c

C- 1-T (L1) (example) ; 2-F (L1) ; 3-T (L2); 4-F (L3)

D- 1- Yes, of course !

2- Yes ! We have the river, the rain, the sea, the ocean.

3- Yes, of course ! The manmade sources of water I know are the pump, the well, the canal, the lake etc...

4- We can cause water pollution when we urinate, defecate, spray pesticide and throw rubbish in it.

5- To prevent diseases, we mustn't urinate, defecate, spray pesticide and throw rubbish in the water. We must also filter water before drinking it or simply drink mineral water.

LET'S CONSOLIDATE 7

Ask students to do the different activities to consolidate their knowledge.

Activity I :

Expected answers : 1- head (example) ; 2- hair ; 3- eye ; 4-arm ; 5-hand ; 6- leg ; 7- foot

Activity II :

Expected answers :

- a- You should brush your teeth twice a day.
- b- You should comb your hair.
- c- You should drain the stagnant water near your house.
- d- You should blow your nose in a tissue.

Activity III :

Expected answers : 1- b (example) ; 2- f ; 3- d ; 4- e ; 5- a ; 6- c

Activity IV :

Expected answers : 1- defecate (example) ; 2- spray ; 3- urinate ; 4- filter ; 5- throw

Activity V :

Expected answers :

- 1- A : Can people urinate here ?
B : No, they can't. It is near the well.
- 2- A : Can Bolou throw rubbish in the river ?
B : No, he can't. It pollutes water.
- 3- A : Can I filter water with this material ?
B : Yes, you can.

LET'S HAVE FUN

Teach the song to the class and encourage the students to sing it.

UNIT 8 : SPORTS AND GAMES (Reading)

LESSON 1 : PRACTISE SPORTS TO KEEP FIT !

Lead-in : Ask the students to turn to page 155. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne 2 de Bouaké
Qui sont les acteurs impliqués ?	Les élèves de 6è
Que font-ils ?	Ils lisent un texte traitant de l'importance de la pratique du sport.
Pour quoi faire ?	En vue d'en débattre
De quoi sera-t-il question donc dans notre leçon ?	Il sera question de sports et de jeux.
Quelle habileté principale allons-nous développer à travers cette leçon ?	La lecture et la compréhension d'un texte écrit.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different sports. Model the pronunciation of each word related to sports, associate the sound of the word to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word on the board and illustrate it. Do the same for each word.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures and explanations to help them understand the dialogue. Teach them how to ask and answer questions about sports. Make the students repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Pair work
- Allow the students about a few minutes to prepare their dialogues.
- Move around and provide help if necessary.
- When time is over, ask them to stop and conduct feedback :
 - choose a few pairs to read the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : What sport does Noah practise ?
B : He practises tennis.
- 2- A : What sport do M'Baye and Sall practise ?
B : They practise wrestling.

3- A : What sports does Zongo practise ?

B : He practises cycling.

Exercise 2 :

- Pair work
- Allow the students a few minutes to get prepared for the dialogue with their partner. Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback :
 - choose a few pairs to read out the conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears
 - write the correct answers on the board.

Possible dialogue :

1- A : What sport do you practise ?

B : I practise jogging.

2- A : What is your favourite sport ?

B : It's basketball.

Note : The dialogue above is a mere example. Different answers can be accepted, provided they are correct.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Possible answers : My name's Tyron. I'm an American. I practise swimming and cycling. But my favourite sports are basketball and football.

Note : The paragraph below is just a sample. Encourage students' own productions.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the sports. Model the pronunciation of each name of the sport, associate the sound of the word or

expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and meaning is mastered. Finally, write the word or expression on the board and illustrate it. Do the same for each word or expression.

Listen and repeat (*Language function*)

Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue. Teach them how to express capacity with “can”. Make the students repeat after you laying the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow a few minutes to the students to complete the task.
- Ask them to compare their answers with their neighbours’.
- When time is over, tell them to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- High Jump ; 2- Shot put ; 3- Javelin throw ; 4- Discuss throw ; 5- Long jump ; 6- Judo

Exercise 2 :

- Pair work
- Allow the students a few minutes to prepare the dialogue.
- Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback.
 - choose a few pairs to read out their conversation they have prepared to the class.
 - encourage their classmates to pay attention and react when a mistake appears.
 - write the expected answers on the board.

Expected answers :

- 1- A : Can the students practise high jump ?
B : Yes, they can.

- 2- A : Can Raïssa do judo ?
B : No, she can't do.
- 3- A : What sport can Yao practise ?
B : He can practise shot put.
- 4- A : What sport can Fatim do ?
B : She can do karate.

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get prepared for feedback next class.

Expected answers :

My name is Fadiga. I can do many sports. I can play football, handball, basketball and volleyball. I can go jogging. But I can't do karate. I can't swim and I can't play golf.

Note : The paragraph above is just an example. Encourage the students' own productions.

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 160.
- Allow them to read carefully the instructions.
- Inform them that they are going to read a text and do the tasks that follow it.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and choose the best option. Allow them to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students a few minutes to complete task B. Allow them compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback.
- When time is over, make them stop and conduct the feedback
 - Ask the students to suggest their answers.
 - write the correct answers on the board

Suggested answers :

A. Ben's favourite sport is wrestling. The other sports he likes are football, handball and basketball

B. 1- e (example); 2- a ; 3- c ; 4- d ; 5- b

C. 1- Ben (example); 2- wrestling; 3-Wednesdays and Saturdays; 4- at school; 5- become a world champion

LESSON 2 : MY FAVOURITE SPORT IS FOOTBALL

Lead-in : Ask the students to turn to page 161. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne de Toulépleu
Qui sont les acteurs impliqués ?	Les élèves de 6 ^e
Que font-ils ?	Ils lisent un texte relatif à la dernière coupe d'Afrique des Nations.
Pour quoi faire ?	Aux fins de mieux comprendre l'univers du football.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question du football.
Quelle habileté principale allons-nous développer à travers cette leçon ?	La lecture et la compréhension d'un texte écrit.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A - LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the different pictures. Model the pronunciation of each description, associate the sound of each word / expression to its meaning and ask students to repeat after you. They do it

individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word or expression.

Look, listen and repeat 2 (*Language function*)

Ask the students to look at the pictures. Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meanings of the key structures used to express a purpose. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to reorder the letters to get correct words related to football
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Stadium ; 2- Ball ; 3- Jersey ; 4- Glove ; 5- Boots

Exercise 2 :

- Individual work / Pair work
- The students are allowed a few minutes to make sentences expressing purpose.
- Move around and provide help if necessary
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- Elmane goes to the market to buy a jersey. / Elmane goes to the market for buying a jersey.
- 2- The boys wear gloves to keep the goal. / The boys wear gloves for keeping the goal.

- 3- We form teams to play a match. / We form teams for playing a match.
4- She switches the television to watch a football match. / She switches the television for watching a football match.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get ready for feedback next class.

Expected answers : 1- to (example) ; 2- for ; 3- for ; 4- to ; 5- for

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 2

A- LET'S EXPLORE

Look, listen and repeat 1 (*Vocabulary content*)

Allow a couple of minutes for students to look at the different pictures. Model the pronunciation of each description in the pictures, associate the sound of the word / expression to its meaning and ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word / expression.

Look, listen and repeat 2 (*Language function*)

Ask the students to look at the picture. Model the dialogue to the students. Use gestures, demonstrations and explanations to help them understand the dialogue and the meanings of the key structures (used to express past actions). Use to table to show them the difference between regular verbs and irregular verbs. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- The students are allowed a few minutes to reorder the letters to obtain words related to diseases.
- Ask them to compare their answers with their neighbours'.

- Tell the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- a team ; 2- a coach ; 3- a referee ; 4- a goalkeeper ; 5- a player

Exercise 2 :

- Individual work / Pair work
- The students are allowed a few minutes to reorder the letters to obtain words related to diseases.
- Ask them to compare their answers with their neighbours'.
- Tell the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- took ; 2- were ; 3- reached ; 4- played ; 5- won ; 6- was

C - LET'S TAKE HOME

Tell the class to do the exercise at home and get ready for feedback next class.

Expected answers :

- 1- Did the goalkeeper catch the ball ?
- 2- How did the team play ?
- 3- Did Chelsea win the Champion's league finals ?
- 4- What did the defender do ?
- 5- Did the striker kick the ball ?

LET'S KEEP IN MIND

At the end of the session, recommend your students to revise their lesson by keeping in mind the items, structures or grammar points presented in this section.

SESSION 3

- Tell the students to move to page 166.
- Allow them to read carefully the instructions.
- Inform them that they are going to read the text and do the first three (3) tasks.
- Introduce the tasks one after the other.
- For the first task, allow the students a couple of minutes to read the text and do it. Allow them to compare their answers with neighbours'

before conducting feedback. Then, move to the next task.

- Allow the students a few minutes to complete task B. Allow them compare their answers before conducting feedback. Then, move to the next task.
- Allow a few minutes to the students to complete task C. When time is over, ask them to stop and conduct feedback. Then, move to the next task.
- Give the students a few minutes to complete task D. Allow them to discuss their answers with their neighbours' before conducting feedback.
- When time is over, make them stop and conduct the feedback
 - ask the students to suggest their answers.
 - write the correct answers on the board

Suggested answers :

A. The objective of a football match is to score more goals than the opponent.

B. 1-team (example) ; 2- coach ; 3- goalkeeper ; 4- pitch ; 5- striker

C. 1- Football ; 2- 90 minutes long with a 15-minute break in the middle ; 3- Eleven (11) players ; 4- a goalkeeper, defenders, midfielders, strikers and a coach ; 5- 90-120 long by 45-90 wide

D. 1- Bayern Munchen ; 2- Manchester City ; 3- won ; 4- 1-0 ; 5- Drogba Didier ; 6- Cech

LESSON 3 : WE WILL PLAY SCRABBLE ON SUNDAY

Lead-in : Ask the students to turn to page 167. Then, ask them what they see in the picture and tell them to guess where the action is taking place. Allow a couple of minutes for brainstorming.

Note : Keep in mind that this section is not compulsory.

Learning context : Ask students to read silently the learning context. Then, read it aloud and choose a few students to read it too for the class. Then, ask a few questions about it.

POSSIBLE QUESTIONS	EXPECTED ANSWERS
Où se déroule la scène ?	Au Lycée Moderne de Guiglo
Qui sont les acteurs impliqués ?	Les élèves de 6è
Que font-ils ?	Ils exploitent un texte traitant de l'importance de la pratique du sport.

Pour quoi faire ?	En vue d'en débattre.
De quoi sera-t-il question donc dans notre leçon ?	Il sera question de la pratique de jeux
Quelle habileté principale allons-nous développer à travers cette leçon?	La lecture et la compréhension d'un texte écrit.

Note : The above questions should be conducted orally. No need to write them on the board.

SESSION 1

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different games. Model the pronunciation of each name of game; associate the sound of the word / expression to its meaning. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for each word or expression.

Look, listen and repeat 2 (*Language function*)

Model the dialogue to the class. Use gestures and explanations to help them understand the dialogue and the meanings of the key structures used to express future actions. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few students sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair work
- Allow a few minutes to the students to complete the task.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- AWALE ; 2- CARDS ; 3- SCRABBLE ; 4- DRAUGHTS

Exercise 2 :

- Pair work
- Allow the students a few minutes to prepare the dialogue.
- Move around and provide help if necessary.
- When time is over, ask the class to stop and conduct feedback.
choose a few pairs to read out their conversation they have prepared to the class.
- encourage their classmates to pay attention and react when a mistake appears.
- write the expected answers on the board.

Expected answers :

- 1- A : What will Alexandre do tomorrow ?
B : He will play crossword puzzle tomorrow.
- 2- A : What will Zaguy Claudia do tomorrow ?
B : She will cook the meal tomorrow.
- 3- A : What will N'goran Franck do tomorrow ?
B : He will go to Bouaké tomorrow.

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Expected answers :

- 1- We will not go to school tomorrow.
- 2- My friend will play scrabble tomorrow.
- 3- Will you have class tomorrow ?

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 3

A- LET'S EXPLORE

Listen and repeat (*Vocabulary content*)

Allow a couple of minutes for students to look at the different games. Model the pronunciation of each name of game; associate the sound to the meaning. Then, ask students to repeat after you. They do it individually, then chorally or vice-versa (any other repetition techniques such as rows, boys, girls etc. can

be applied). Make sure that the pronunciation is appropriate and mastered. Finally, write the word / expression on the board and illustrate it. Do the same for all words or expressions.

Look, listen and repeat (*Language function*)

Use gestures, demonstrations and explanations to help students understand the dialogue and the meanings of the key structures used for making suggestions. Ask them to repeat after you. Lay the stress on the key structures and their meanings. Finally, choose a few neighbours and a few pairs sitting at a fair distance to practise the dialogue aloud.

B - LET'S PRACTISE

Exercise 1 :

- Individual work / Pair students
- Allow a few minutes to the students to reorder the letters to get meaningful words related to games.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers : 1- Leapfrog (example) ; 2- Marbles ; 3- Swing ; 4- Hopscotch ; 5- Sack Race

Exercise 2 :

- Individual work / Pair work
- Allow a few minutes to the students to complete the activity.
- Ask them to compare their answers with their neighbours'.
- When time is over, ask the class to stop and conduct feedback :
 - ask students to suggest their answers.
 - write the correct answers on the board.

Expected answers :

- 1- Let's do our homework.
- 2- Let's buy some marbles.
- 3- Let's invite our friends for the birthday party.
- 4- Let's leave mum alone

C - LET'S TAKE HOME

Tell students to do the homework like in the example and get prepared for feedback next class.

Exercise 1

Possible answers :

- 1- A: We should go home.
B : Let's go home.
- 2- A : We should watch TV.
B : Let's watch TV.
- 3- A : We should speak English in class.
B : Let's speak English in class.
- 4- A : We should have a rest.
B : Let's have a rest

LET'S KEEP IN MIND

At the end of the lesson, tell the students to keep what is in the box in mind.

SESSION 3

- Tell the students to move to page 172.
- Allow them to read carefully the instructions.
- Inform them that they are going to read two texts in order to do the first three (3) tasks.
- Introduce the tasks one after the other.
- Allow the students about a couple of minutes to deal with the first task. Allow the students to compare their answers with neighbours' before conducting feedback. Then, move to the next task.
- Allow the students about a few minutes to do task B. Allow the students to compare their answers with their neighbours' before conducting feedback. Then, move to the next task.
- For task C, allow the students about 5 minutes to complete it. Ask the students to compare their answers with their neighbours' before conducting feedbacks. Then, move to the next task.
- For task D, inform the students that they will work with their partner to complete the dialogue.
- Allow them a few minutes to go through the whole dialogue and complete it.
- Move around and provide help if necessary.
- When time is over, the students to stop and conduct feedback.
choose a few pairs to read their conversation they have prepared to the class.
encourage their classmates to pay attention and react when a

mistake appears.

write the expected answers on the board.

Suggested answers :

A. b- Hide-and-seek and crossword puzzle

B. 1- b (example) ; 2- f ; 3- a ; 4- d ; 5- c

C. 1- F (example) ; 2- F ; 3-T ; 4- F ; 5- T

D.

1- The games I know are hide-and-seek, crossword puzzle, scrabble, baby foot, leapfrog, sack race, ludo, cards, draughts ...

2- My favourite game is scrabble.

3- Yes! Let's play crossword puzzle.

4- I will play babyfoot with my friends tomorrow.

LET'S CONSOLIDATE 8

Ask students to do the different activities to consolidate their knowledge.

Activity I :

Expected answers : 1-went (example) ; 2-was ; 3-did ; 4-scored ; 5-won

Activity II :

Expected answers :

a- They will play the quarter final on Sunday.

b- We will win the next African Nations Cup.

c- The children will play leapfrog tomorrow.

d- Our team will win the competition in December.

e- Youssouf will train the team next Saturday.

Activity III :

Expected answers :

b- Let's read the text. / We should read the text.

c- Let's answer the teacher's questions. / We should answer the teacher's questions.

d- Let's respect the rules. / We should respect the rules.

e- Let's go home. / We should go home.

LET'S HAVE FUN

Ask the students to play the crossword puzzle.

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